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"Grammar Gets the Hiccups"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WHAT ARE THEY?

The cause of hiccups has been hotly debated for thousands of years. In ancient Greece, hiccups were believed to be a sign that your enemy was talking about you. In medieval England, hiccups were thought to be the work of evil elves.

Today, we know hiccups occur when your diaphragm (DAH-Y-uh-fram) spasms. Your diaphragm is a dome-shaped muscle that helps you breathe. It can spasm when the nerves that connect to it get irritated.

A big meal, fizzy drinks, sudden changes in temperature, and excitement can all **affect/effect** those nerves. You can also get hiccups from swallowing air, such as when you chew gum, or as a side **affect/effect** of certain medicines.

CAN THEY BE STOPPED?

Some people say the best hiccup cure is a sudden distraction, such as a friend shouting "BOO!" Others say that chewing peanut butter, holding your breath, sticking your fingers in your ears, or drinking super-cold water are the best remedies. If none of those things have any **affect/effect** on your hiccups, why not take a cue from the ancient Romans and kiss the nostrils of a mule?

There is no scientific proof that these "cures" actually **affect/effect** hiccups though. Luckily, most hiccups go away after a few minutes.

DO ANIMALS HICCUP?

Ye-UP! Just search "animals hiccuping" on YouTube and prepare to be delighted. Horses, dogs, cats, rats, penguins—they are all occasionally **affected/effect** by hiccups.

In some cases, hiccups have a biological function.

Tadpoles, for example, hiccup as they transition from water-breathing babies to air-breathing adult frogs. The hiccups prevent water from getting into their newly formed lungs.

ANSWERS TO ACTIVITY SHEET

AFFECT VS. EFFECT

1. affects
2. effect
3. affect
4. affect
5. effects
6. effect
7. affects
8. Answers will vary.
9. Answers will vary.

“The Pigeon Hero of World War I”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Museum exhibits will vary, but might include objects such as:

- photos
- historical artifacts
- documents
- models
- maps
- sound recordings
- video clips

These objects should help exhibit viewers understand key ideas and details from the article such as:

- the brutality of World War I
- carrier pigeons extraordinary abilities and their role in World War I
- trench warfare
- the attack on the 77th Infantry Division
- Cher Ami and her heroic last flight

Sample of information to accompany the display:

In October 1918, not long before the end of World War I (1914-1918), several hundred American soldiers belonging to the 77th Infantry Division unknowingly marched into the path of a large German force in Argonne forest in France. The Americans soon found themselves surrounded and under attack. Exhausted, outnumbered, and low on ammunition, the Americans were no match for the Germans.

The battalion's commander, Major Charles Whittlesey, sent out carrier pigeon after carrier pigeon asking for help. Carrier (or homing) pigeons were greatly relied on to transport messages during the war. After all, there were no cell phones or computers to send messages—and carrier pigeons make excellent messengers. The birds are incredibly smart and fast

(some can fly up to 90 miles per hour), and, most importantly, they have an innate ability to return to their home nest, even over distances of hundreds of miles.

Unfortunately for Whittlesey and his men, one after another of the pigeons they sent out were shot down or disappeared. On the second day of the battle, however, it seemed that one of the pigeons had gotten through: American planes appeared overhead. The American soldiers were greatly relieved, believing help had come at last. But then the American planes began dropping bombs. Whittlesey and his men realized with horror that the Americans did not know that the 77th Infantry was in the forest.

Whittlesey wrote a frantic message alerting headquarters of his battalion's situation. Only two carrier pigeons remained at this point. The first, terrified, flew away before the message could be placed in its carrying tube. The fate of the troops now rested with a pigeon named Cher Ami.

The message was placed in Cher Ami's tube and she took off for the American headquarters. By the time she arrived, about 20 minutes later, she had been shot several times. One of her legs had been nearly torn off; another bullet had hit her in the eye. As medics worked to save her life, soldiers were sent out to rescue the almost 200 soldiers still under attack in Argonne.

Cher Ami was awarded a medal and sent to live out the rest of her life in America, where she was celebrated as a hero.

ANSWERS TO ACTIVITY SHEETS

KEY IDEAS AND DETAILS

1. Lists will vary. Ideas might include:

general information about WWI: map showing the countries involved and where the fighting was taking

section continues >>



“The Pigeon Hero of World War I” cont’d

place, timeline showing major events of the war as well as the attack on the 77th Infantry Division in Argonne forest, weapons and uniforms from WWI, photo or model of trenches and trench warfare

Cher Ami and her historic flight: photo of Cher Ami, letters or documents mentioning Cher Ami, newspaper articles about Cher Ami’s flight, the gold medal awarded to Cher Ami, recording of or transcript of the speech when the medal was presented to Cher Ami

role of carrier pigeons in WWI: photos of carrier pigeons in the war—with messages attached to their legs, in their cages, flying, etc.; a message holder like those that were attached to the pigeons

the attack on the 77th Infantry Division: map showing location of forest, letters from members of the 77th Infantry, photos of the 77th Infantry, newspaper articles about the attack

2. Questions might include:

Why were carrier pigeons used during WWI?
What happened to the 77th Infantry Division that put them in danger?
How did Cher Ami save members of the 77th Infantry Division?
What happened to Cher Ami during her famous flight?
How was Cher Ami treated after
What were the dates of WWI? What countries were involved in the war?

3. Answers will vary.

4. Sample answer: In October 1918, not long before the end of World War I (1914-1918), several hundred American soldiers belonging to the 77th Infantry Division unknowingly marched into the path of a large German force in Argonne forest in France. The Americans soon found themselves surrounded and under attack. Exhausted, outnumbered, and low on ammunition, the Americans were no match for the Germans.

The battalion’s commander, Major Charles Whittlesey, sent out carrier pigeon after carrier pigeon asking for help. Carrier (or homing) pigeons were greatly relied on to transport messages during the war. After all, there were no cell phones or computers to send messages—and carrier pigeons make excellent messengers. The birds are incredibly smart and fast (some can fly up to 90 miles per hour), and, most importantly, they have an

innate ability to return to their home nest, even over distances of hundreds of miles.

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Cher Ami was awarded a medal and sent to live out the rest of her life in America, where she was celebrated as a hero.

5. Answers will vary.

“THE PIGEON HERO OF WORLD WAR I” CLOSE-READING QUESTION

1. The main purpose of these sections is to explain why pigeons were used as messengers during World War I. In “Incredible Powers,” author Lauren Tarshis describes the ways in which pigeons are suited for the job of carrying messages. In “Brutal Battles,” Tarshis explains that on the battlefield, pigeons were the most reliable form of communication.
2. Knowing what soldiers in the trenches had to endure helps you understand how desperate Major Charles Whittlesey’s men must have felt as they marched through the forest, and why the run-in with the Germans would have been particularly devastating.



“The Pigeon Hero of World War I” cont’d

- Carrier pigeons always return home—no matter where they are. So in the midst of a battle, when it was impossible to send messages over a radio (and there were no cell phones), the birds were the best option. Drawbacks include that messages could be sent only one way—the birds only fly home. Also, the pigeons could be shot down, as happened to many of the pigeons of the 77th Infantry Division, or become too scared to fly.
- Tarshis is using metaphor to describe the dangerous battle scene that Cher Ami flew into. The metaphor helps you understand that there was a lot of gunfire—that the battle in the forest was extremely violent and intense.
- The sidebar explains how other animals have been used in military efforts throughout history. This information helps the reader understand that it isn’t only the carrier pigeon that has been part of human warfare.
- As Tarshis explains, the trenches offered soldiers some protection from flying bullets and explosives. Leaving the trench for any reason would have meant losing that protection.
- Tarshis draws the reader in and creates drama by using vivid language and very short paragraphs that draw the scene out and build suspense as Cher Ami takes flight and is shot again and again.

“THE PIGEON HERO OF WORLD WAR I” CRITICAL-THINKING QUESTIONS

- Answers will vary. Students may say that it’s important because otherwise these stories would be lost to time. Cher Ami and the American soldiers in the forest were courageous. Many of them died. It’s important that their experiences are remembered as part of human history, both to honor the soldiers and to contribute to our understanding of World War I.
- Answers will vary. Some students may say yes, that these animals help win battles and keep humans safe. Others may say no, animals shouldn’t be drawn into human conflicts and put in harm’s way.

READ, THINK, EXPLAIN: IDENTIFYING NONFICTION ELEMENTS *Higher Level (HL)

Answers will vary but should be similar to the following:

- The main image shows a pigeon with strange-looking

gear strapped to its breast. The background image shows soldiers marching across a dark battlefield. The soldiers, who are shown in silhouette, look ready for battle. They are wearing helmets, carrying guns, and lugging heavy looking packs on their backs. The headline refers to a “pigeon hero.” The subheading explains that a pigeon named Cher Ami saved the lives of 200 soldiers during World War I. The author may have included these features to intrigue and shock readers. These features make you want to find out how a tiny bird could possibly have saved the lives of 200 men during a war.

- The map helps you understand that World War I was very widespread and that nearly every country in the world was involved. The map also shows you that most nations were part of the Allied Powers, which was the side that America was fighting on.
- The central idea of the sidebar is that humans have relied on many different animals throughout history for help and support during wars. (Answers will vary slightly.)
- I predict this article will be about soldiers who fought in a brutal and frightening battle. (Answers will vary.)
- The mood at the start of the introduction is tense and desperate as the author describes the plight of hundreds of American soldiers who were surrounded by enemy soldiers during World War I. Tarshis writes that the soldiers were “doomed” and in “a fight for their lives” (6), and that their only hope for rescue was to get a message to their headquarters which was located 25 miles away (6). Then, the mood shifts and becomes hopeful with the sentence, “Luckily, there was one brave warrior who had been trained for a moment exactly like this” (6). A feeling of hope and anticipation builds as Tarshis explains that this warrior “took off with the message, on a life-and-death race across the forest” (6). Tarshis ends the introduction on a shocking note by finally revealing that this “warrior” was a pigeon.
- The author gives a chronological account of the German attack on the 77th Infantry Division in the forest.
 - I know the author uses a chronological structure in this section because the author uses words and phrases that indicate the passage of time such as “on October 3;” “Finally, the next day;” and “With each passing hour.”
- The author uses a proud and admiring tone. I know this because the author includes details in the section



“The Pigeon Hero of World War I” cont’d

that portray Cher Ami as brave and noble. Tarshis also uses words and phrases to describe Cher Ami, such as “courage” and “hero,” that show Tarshis’s admiration for the bird. For example, when Tarshis describes the many times that Cher Ami is shot, after each description she repeats the phrase, “But she kept flying” (9). The repetition of this phrase highlights Cher Ami’s resilience and shows that Tarshis is impressed by it. Tarshis also ends the section by referring to Cher Ami “the courageous pigeon hero of World War I” (9).

8. World War I was an extremely violent and destructive war. (Answers will vary slightly.)

9. In October 1918, an unlikely hero—a pigeon—saved the lives of hundreds of American soldiers during World War I. On October 3, a battalion of American soldiers were in a forest in France when a large German force began to attack them. Outnumbered, low on ammunition, and exhausted, the Americans were being badly defeated. The leader of the battalion, Major Charles Whittlesey, began sending carrier pigeons with desperate message for help back to American headquarters, but all of the pigeons either got lost or were shot and Whittlesey’s messages were never received. Then, the next day, the troops saw American planes overhead. However, instead of rescuing the men, the planes began dropping bombs on the forest believing that only German troops were there. In response, Whittlesey sent his two last carrier pigeons to headquarters. One got scared and flew away, but the other, Cher Ami, was able to deliver the message despite getting shot three times and suffering devastating injuries. Once Cher Ami’s message was delivered, the bombing stopped and the lives of hundreds of soldiers were saved and Cher Ami was celebrated as a hero.

named Cher Ami saved the lives of 200 soldiers during World War I. The author may have included these features to intrigue and shock readers. These features make you want to find out how a tiny bird could possibly have saved the lives of 200 men during a war.

2. The map helps you understand that World War I was very widespread and that nearly every country in the world was involved. The map also shows you that most nations were part of the Allied Powers, which was the side that America was fighting on.

3. The central idea of the sidebar is that humans have relied on many different animals throughout history for help and support during wars. (Answers will vary slightly.)

4. I predict this article will be about soldiers who fought in a brutal and frightening battle. (Answers will vary.)

5. B

6. B

7. A. admiring

B. I know the author uses a proud and admiring tone because the author includes details in the section that portray Cher Ami as brave and noble. Tarshis also uses words and phrases to describe Cher Ami, such as “courage” and “hero,” that show Tarshis’s admiration for the bird. For example, when Tarshis describes the many times that Cher Ami is shot, after each description she repeats the phrase, “But she kept flying” (9). The repetition of this phrase highlights Cher Ami’s resilience and shows that Tarshis is impressed by it. Tarshis also ends the section by referring to Cher Ami “the courageous pigeon hero of World War I” (9).

8. A. Students should cross out Detail #3.

B. Detail #3 explains how violent the battles in France were generally, but does not support the idea that soldiers faced difficult conditions in the trenches.

9. Students should cross out B, D, and E.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

1. The main image shows a pigeon with strange-looking gear strapped to its breast. The background image shows soldiers marching across a dark battlefield. The soldiers, who are shown in silhouette, look ready for battle. They are wearing helmets, carrying guns, and lugging heavy looking packs on their backs. The headline refers to a “pigeon hero.” The subheading explains that a pigeon

“THE PIGEON HERO OF WORLD WAR I” VOCABULARY

1. B

2. A

3. B

4. B

5. B; The telegraph required you to have help from operators who translated, sent, and received coded messages. That is a very slow way of sending a message compared to just

section continues >>



“The Pigeon Hero of World War I” cont’d

typing a message yourself and sending it by text or email, or calling someone on the phone.

6. B; If everything is going your way, you feel the opposite of embattled. You don’t feel surrounded by difficulties or under attack at all.
7. The battalion returned to its headquarters.
8. Some snails are bioluminescent. They illuminate their shells, flashing on and off as a way to distract predators.
9. The park’s visitor center provides helpful navigational tools for hikers such as compasses and maps.

“THE PIGEON HERO OF WORLD WAR I” QUIZ

*Higher Level (HL)

1. D (figurative language; R.4)
2. C (interpreting text; R.4)
3. A (mood; R.4)
4. B, D (text evidence, author’s craft; R.1, R.4)
5. D (central ideas ; R.2)
6. C (author’s purpose; R.6)
7. As evidenced in Lauren Tarshis’s article “The Pigeon Hero of World War I,” World War I was “a war more brutal than any before in history” because of its scale and advanced weapons (6).

Tarshis explains that the scale of World War I was immense in terms of how many people were involved and how long it lasted. She explains that this global conflict involved more than 135 countries that sent their troops to fight in battles all over the world, including battlefields in Europe, Africa, and the Middle East (6). The map on page 6 indicates that the war lasted from 1914-1918, and on page 8, Tarshis mentions that the war had been “dragging on for four years,” indicating that the war was long, tiresome, and passing slowly.

Another reason the brutality of World War I was so staggering was that new technology had led to the development of savagely violent weapons. On page 7, Tarshis writes, “the battles were bigger and bloodier than the world had ever seen. New weapons unleashed terror and death on a massive scale.” She describes the machine guns, poison gas, grenades, tanks, planes, and bombs as machines that made “killing all too easy” (7). This description makes clear that advances in technology paved the way for the war’s unprecedented destruction: By its end, 17 million people had lost their lives. (key

ideas and details, explanatory writing; R.2, W.2)

8. In the article “The Pigeon Hero of World War I,” author Lauren Tarshis expresses admiration for Cher Ami.

Beginning in the introduction, it is clear Tarshis finds it incredible that such a tiny animal saved so many lives on a World War I battlefield. After describing how doomed the American troops were, Tarshis writes, “Luckily, there was one brave warrior who had been trained for a moment exactly like this . . . Her name was Cher Ami, and she was not a soldier. She was not even a human. She was a pigeon” (6). By inserting a line break before the final short sentence, “She was a pigeon,” Tarshis draws attention to the fact that it might be hard to believe that the “brave warrior” she is describing was actually just a tiny bird. It’s as if Tarshis is saying to readers, “Prepare to be amazed.”

Then, in the section “Incredible Powers,” Tarshis interrupts the story of Cher Ami’s last flight to provide readers with information that she finds remarkable about Cher Ami’s breed, the carrier pigeon. By comparing carrier pigeons’ brains to the chips inside of iPhones, Tarshis illustrates carrier pigeons’ superior intelligence (6). Then, when discussing the birds’ innate navigational abilities, she writes, “Nobody needs to show them how to get home. They just *know*” (6). Her use of italics emphasizes how impressed she is by the abilities Cher Ami and her fellow carrier pigeons possess.

When Tarshis continues the narrative of Cher Ami’s last flight in the section “Feathered Missile,” she tells the story in a way that shows how impressed she is by Cher Ami and how much she admires her for the important role she played in World War I. She explains how Cher Ami was immediately shot in the eye upon taking off on her flight, but rose again and never gave up. Then she writes, “Another bullet hit her, this time in her chest. But she kept flying. A third bullet struck her right leg and nearly tore it off. But she kept flying” (9). The repetition of phrases like “she never gave up” and “she kept flying” show how impressed Tarshis is that Cher Ami persevered through every blow to complete her mission. As Tarshis ends the article, she writes, “This terrible war caused death and suffering for people around the world. But in the midst of this misery emerged stories of great bravery and heroism.



“The Pigeon Hero of World War I” cont’d

Like the story of Cher Ami, the courageous pigeon hero of World War I” (9). Tarshis clearly admires Cher Ami and wants the world to remember and feel inspired by her contributions during a dark time. (craft and structure, writing explanatory text; R.4, -R.6, W.2)

“THE PIGEON HERO OF WORLD WAR I” QUIZ

*Lower Level (LL)

1. D (figurative language; R.4)
2. C (interpreting text; R.4)
3. A (mood; R.4)
4. B, D (text evidence, author’s craft; R.1, R.4)
5. D (central ideas ; R.2)
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8. In the article “The Pigeon Hero of World War I,” author Lauren Tarshis’s tone as she discusses Cher Ami could be described as admiring and impressed.

Beginning in the introduction, it is clear Tarshis

finds it incredible that such a tiny animal saved so many lives on a World War I battlefield. After describing how doomed the American troops were, Tarshis writes, “Luckily, there was one brave warrior who had been trained for a moment exactly like this . . . Her name was Cher Ami, and she was not a soldier. She was not even a human. She was a pigeon” (6). By inserting a line break before the final short sentence, “She was a pigeon,” Tarshis draws attention to the fact that it might be hard to believe that the “brave warrior” she is describing was actually just a tiny bird. It’s as if Tarshis is saying to readers, “Prepare to be amazed.”

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“The Pigeon Hero of World War I” cont’d

writing explanatory text; R.4,-R.6, W.2)

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The story is mainly about American soldiers of the 77th Infantry Division who fought during World War I, and a carrier pigeon named Cheri Ami.
2. The article discusses World War I generally, but most of the article is about a battle between American and German soldiers in the Argonne forest in early October 1918. The article also describes a mistaken attack on American soldiers by other American soldiers in the forest.
3. The main problem faced by the American soldiers was that a large German force began to attack them mercilessly in the Argonne forest. The Americans were exhausted and low on ammunition and supplies. None of the carrier pigeons that Major Charles Whittlesey was sending to the American headquarters for help seemed to be making it to their destination. The Americans soldiers also faced another attack from American war planes who did not realize that their own troops were in the forest.
4. To try and stop the mistaken attack on his men, Major Charles Whittlesey had to get a message to headquarters to tell them to stop the bombing and send help. After several failed attempts, Whittlesey sent Cheri Ami, who flew through the violent battlefield and was able to deliver the message despite being shot three times and badly injured. Once the message was received, the bombing stopped and soldiers were sent to rescue Whittlesey and his men.
5. Once the message was received, the bombing stopped and soldiers were sent to rescue Whittlesey and his men. Cheri Ami ended up saving the lives of 200 men. Cheri Ami was given medical care and eventually recovered. She was celebrated as a hero around the world.
6. Answers will vary.

Sample Summary:

In October 1918, an unlikely hero—a pigeon—saved the lives of hundreds of American soldiers during World War I. On October 3, a battalion of American soldiers were in a forest in France when a large German force began to attack them. Outnumbered, low on ammunition, and exhausted, the Americans were being badly defeated. The leader of the battalion, Major Charles Whittlesey, began sending

carrier pigeons with desperate message for help back to American headquarters, but all of the pigeons either got lost or were shot and Whittlesey’s messages were never received. Then, the next day, the troops saw American planes overhead. However, instead of rescuing the men, the planes began dropping bombs on the forest believing that only German troops were there. In response, Whittlesey sent his two last carrier pigeons to headquarters. One got scared and flew away, but the other, Cher Ami, was able to deliver the message despite getting shot three times and suffering devastating injuries. Once Cher Ami’s message was delivered, the bombing stopped and the lives of hundreds of soldiers were saved and Cher Ami was celebrated as a hero.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

In October 1918, an unlikely hero—a pigeon—saved the lives of hundreds of American soldiers during World War I. On October 3, a battalion of American soldiers were in a forest in France when a large German force began to attack them. Outnumbered, low on ammunition, and exhausted, the Americans were being badly defeated. The leader of the battalion, Major Charles Whittlesey, began sending carrier pigeons with desperate message for help back to American headquarters, but all of the pigeons either got lost or were shot and Whittlesey’s messages were never received. Then, the next day, the troops saw American planes overhead. However, instead of rescuing the men, the planes began dropping bombs on the forest believing that only German troops were there. In response, Whittlesey sent his two last carrier pigeons to headquarters. One got scared and flew away, but the other, Cher Ami, was able to deliver the message despite getting shot three times and suffering devastating injuries. Once Cher Ami’s message was delivered, the bombing stopped and the lives of hundreds of soldiers were saved and Cher Ami was celebrated as a hero.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. C
2. D; I chose D because the detail describes how communication was difficult during battle. It does not provide an example of how World War I was violent and destructive.



“The Pigeon Hero of World War I” cont’d

3. Soldiers in the trenches of World War I faced difficult conditions. (Answers will vary.)
4. Answers will vary but may include:
“Cher Ami (French for “dear friend”) was one of thousands of pigeons that served with American soldiers during World War I. These particular birds, which are a breed known as carrier pigeons (or homing pigeons), had an important job: to carry messages.” (p. 6); “Long before the days of phones, texts, and FaceTime, the only way to send a message over long distances was to send human runners—or pigeons.” (pp. 6-7); “But when it came to sending messages from a battlefield, no new invention was as reliable as a pigeon.” (p. 7)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Lower Level (LL)

1. A, D, E
2. World War I was an extremely violent and destructive war. (Answers will vary slightly.)

CORE SKILLS WORKOUT: TEXT FEATURES

1. The main image shows a pigeon with strange-looking gear strapped to its breast. The background image shows soldiers marching across a dark battlefield. The soldiers, who are shown in silhouette, look ready for battle. They are wearing helmets, carrying guns, and lugging heavy looking packs on their backs. The headline refers to a “pigeon hero.” The subheading explains that a pigeon named Cher Ami saved the lives of 200 soldiers during World War I. The author may have included these features to intrigue and shock readers. These features make you want to find out how a tiny bird could possibly have saved the lives of 200 men during a war.
2. The sidebar “Animals in Wartime” shows the many different ways that humans have used animals in wartime throughout history. This information helps readers understand that the use of pigeons during World War I was not unusual and that there is actually a long history of humans relying on animals for support during wars.
3. The photo shows World War I soldiers in a deep, muddy trench where they likely fought and lived. Many of the men are slumped against the trench wall and look tired and a bit ragged. The soldiers’ faces, their clothing, and their gear are covered in mud. These details tell you

that the life of a soldiers during World War I was likely extremely difficult and that they faced very challenging conditions in the trenches.

4. The subheadings of the first few sections such as, “Brutal Battles,” “Fear and Rats,” and “Under Attack” have a terrified and fearful tone. The tone shifts to dramatic and admiring with the last subheading, “A Feathered Missile.”

CORE SKILLS WORKOUT: TEXT STRUCTURES

1. In the introduction of “The Pigeon Hero of World War I,” the author describes a problem faced by a group of American soldiers during World War I: The soldiers were surrounded by German troops in a forest and they were being bombarded with bullets and bombs. To get help, the soldiers needed to send a message to their commanders, who were located 25 miles away. At the time, there were no cellphones or e-mail and the army radios were not working. After describing this problem, the author explains that the solution was to send a pigeon named Cher Ami with a message asking for help.
2. **A.** description
B. I know the author is using a description structure in this section because she gives details about carrier pigeons and explains why and how carrier pigeons were used to carry messages during World War I. For example, she writes that the pigeons flew very fast, were smart, and had “remarkable navigational power.”
3. **A.** sequence of events
B. I know the author uses a sequence of events structure in this section because she writes about events in the order in which they occurred. She uses words and phrases that invoke the passage of time, including: “on October 3;” “were soon;” “With each passing hour;” and “Finally, the next day.”

CORE SKILLS WORKOUT: TONE

1. C
2. A
3. B
4. C
5. In “A Feathered Missile,” Tarshis describes Cher Ami being hit again and again by bullets as she flew toward the American headquarters and how nevertheless, Cher Ami kept flying. Tarshis describes Cher Ami’s injuries in detail,



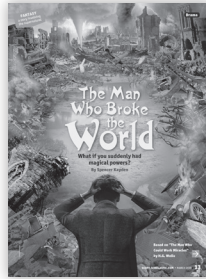
“The Pigeon Hero of World War I” cont’d

emphasizing how impressive it was that she succeeded in her mission. Tarshis also refers to Cher Ami’s “miraculous journey” and her great “bravery and heroism.”

VIDEO DISCUSSION QUESTIONS

1. Answers will vary. Text evidence may include:
 - “. . . these pigeons are fast—some can fly up to 90 miles per hour.” (p. 6)
 - “But like the tiny chip in an iPhone, that pigeon brain is packed with power. For example, pigeons can be trained to recognize letters and words and even misspellings.” (p. 6)
 - “Nobody needs to show them how to get home. They just know.” (p.6)
 - “These humble gray birds can travel over seas and mountains, across hundreds of twisting and turning miles, and they almost never get lost.” (p. 6)
 - “Almost immediately, a bullet hit her in the eye. She began falling toward the ground, bleeding. But Cher Ami didn’t give up. She flapped her wings and rose skyward again. Another bullet hit her, this time in her chest. But she kept flying. A third bullet struck her right leg and nearly tore it off. But she kept flying. Twenty minutes after she’d taken off, Cher Ami—bloodied, half-blind, with her leg hanging by a thread—arrived at headquarters with her message.” (p. 9)
2. Tarshis means that she didn’t want to overwhelm her readers with too much information. World War I is a huge and complex topic and Tarshis didn’t want to include too much information about the war because it could get in the way of her telling Cher Ami’s story in a compelling and fascinating way.
3. Answers will vary.

The Man Who Broke the World



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 19

Answers will vary. Sample response:

In Spencer Kayden's play *The Man Who Broke the World*, George did the right thing in giving up his magical powers. Had he not given them up, his lack of vision, thirst for glory, and tendency to make mistakes would surely have resulted in tragedy.

For starters, George lacked a vision for what to do with his powers. In receiving the ability to work miracles, he was given a tremendous amount of power, but he didn't have very inspired ideas about what to do with that power. This is suggested by the fact that when George first discovers his ability to work miracles, the miracles he chooses to work are frivolous. In Scene 3, he conjures a kitten, a bicycle, a dog, two pigeons, and a turkey dinner. In Scene 6, George—under the direction of the local clergyman, Mr. Maydig—starts working miracles to help people, but the miracles he works are small and not well thought-out. For example, George feeds a stray dog. This is a pretty minor miracle. Why not make it so every dog had a home instead? George also conjures a hospital, a school, a library, and an orphanage—but why not wish for everyone who is sick to be well, for everyone to have access to books, and for every child to have an education and a home? George also conjures a factory that makes, in his words, “something useful” (17). He can't even come up with an idea for what the factory should make.

Then there is George's thirst for glory. His power went to his head, which does not bode well for the miracles he would work in the future if he'd kept his powers; he probably would have worked miracles to benefit himself above all others. George's desire for glory is made clear in Scene 6 when

he announces, “I used to be a nobody. Now I am the most powerful person in the world. Nobody is going to tell me what to do” (17). Then he creates a series of buildings with his name on them, clearly motivated by a desire to have people admire him or be grateful to him.

Lastly, it was too easy for George's miracles to go wrong; it was important that he say exactly the right thing, and sometimes he didn't. Some of George's mistakes were not a big deal—but some were a very big deal indeed, and it was only a matter of time before George would have accidentally caused something horrible to happen that he was not able to repair. For instance, in Scene 3, after commanding a bunch of animals and objects to appear in his room, George wants them all to disappear so that he can go to sleep. So he says, “Everything be gone from my room!” (15). And that is what happens: *Everything*—including his bed—disappears from his room. George then has to clarify that what he really wants is for his room to be back as it was before he started working miracles. In Scene 5, wanting to turn a pot of flowers into a bowl of goldfish, George says, “Change into a bowl of fish” (16). The flowers turn into a serving bowl containing several flopping trout. George then has to clarify: “No, no. Change into a glass bowl full of water with goldfish swimming in it” (16). Then in Scene 6, George wants more time to work miracles before the sun sets, so he commands the Earth to stop rotating. The Earth does stop rotating, and the results are catastrophic. Everything goes flying and in an instant, buildings are reduced to rubble and all living things seem to have been wiped out. It is only very quick thinking that saves George's life and allows him to put the Earth back to how it was before he started meddling with it. But what if George had made another mistake when he was trying to save himself, or if he simply hadn't had time? He would have destroyed all life on Earth. His choice to give up his powers was clearly the right one for everyone.

section continues >>



The Man Who Broke the World cont'd

ANSWERS TO ACTIVITY SHEETS

SUPPORTING AN ARGUMENT: GEORGE'S DECISION

Answers will vary. A response for "yes" could look similar to the following:

Reason 1: George lacked vision for what to do with his powers. In receiving the ability to work miracles, he was given a tremendous amount of power, but he didn't have very inspired ideas about what to do with that power.

Text evidence:

- When George first discovers his ability to work miracles, the miracles he chooses to work are frivolous. In Scene 3, he conjures a kitten, a bicycle, a dog, two pigeons, and a turkey dinner.
- In Scene 6, George—under the direction of the local clergyman, Mr. Maydig—starts working miracles to help people, but the miracles he works are small and not well thought-out. For example, George feeds a stray dog. This is a pretty minor miracle. Why not make it so every dog had a home instead? George also conjures a hospital, a school, a library, and an orphanage—but why not wish for everyone who is sick to be well, for everyone to have access to books, and for every child to have an education and a home? George also conjures a factory that makes, in his words, "something useful." He can't even come up with an idea for what the factory should make.

Reason 2: George's power went to his head. This does not bode well for the miracles he would work in the future if he'd kept his powers; he probably would have worked miracles to benefit himself above all others.

Text evidence:

- In Scene 6, George announces, "I used to be a nobody. Now I am the most powerful person in the world. Nobody is going to tell me what to do." Then he creates a series of buildings with his name on them, clearly motivated by a desire to have people admire him or be grateful to him.

Reason 3: It was easy for George's miracles to go wrong; it was important that he say exactly the right thing, and sometimes he didn't. Some of his mistakes were not a big deal—but some were a very big deal indeed, and it was only a matter of time before George would have accidentally caused something horrible to happen that he was not able to repair.

Text evidence:

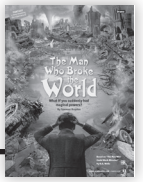
- In Scene 3, after commanding a bunch of animals and objects to appear in his room, George wants them all to disappear so that he can go to sleep. So he says, "Everything be gone from my room!" And that is what happens: *Everything*—including his bed—disappears from his room. George then has to clarify that what he really wants is for his room to be back as it was before he started working miracles.
- In Scene 5, wanting to turn a pot of flowers into a bowl of goldfish, George says, "Change into a bowl of fish." The flowers turn into a serving bowl containing several flopping trout. George then has to clarify: "No, no. Change into a glass bowl full of water with goldfish swimming in it."
- In Scene 6, George wants more time to work miracles before the sun sets, so he commands the Earth to stop rotating. The Earth does stop rotating, and the results are catastrophic. Everything goes flying and in an instant, buildings are reduced to rubble and all living things seem to have been wiped out. It is only very quick thinking that saves George's life and allows him to put the Earth back to how it was before he started meddling with it. But what if George had made another mistake when he was trying to save himself, or if he simply hadn't had time? He would have destroyed all life on Earth.

Sample answer for a student who answers "no":

Reason 1: George made mistakes using his power, but he was able to undo his mistakes. With time, he would certainly have gotten better at using his powers.

Text evidence:

- In Scene 3, after commanding a bunch of animals and objects to appear in his room, George wants them all to disappear so that he can go to sleep. So he says, "Everything be gone from my room!" And this is what happens: *Everything*—including his bed—disappears from his room. This is a mistake, but George is able to quickly and easily undo it by clarifying that what he really wants is for his room to go back to what it was.
- In Scene 5, wanting to turn a pot of flowers into a bowl of goldfish, George says, "Change into a bowl of fish." The flowers turn into a serving bowl containing several flopping trout. George did not get the miracle he intended, but again, he is able to undo his mistake and get the bowl of goldfish that he intended.



The Man Who Broke the World cont'd

- In Scene 6, George wants more time to work miracles before the sun sets, so he commands the Earth to stop rotating. The Earth does stop rotating, and the results are catastrophic. Everything goes flying and in an instant, buildings are reduced to rubble and all living things seem to have been wiped out. But George is able to correct even this tremendous mistake, returning the world to the way it was the previous day.

Reason 2: George wanted to use his powers for good. With time, he would have figured out how best to do that.

Text evidence:

- George seeks the advice of the local clergyman, Mr. Maydig, about how to use his powers. This shows George's good intentions.
- In Scene 6, George starts to work miracles that will help others. He feeds a stray dog and creates a hospital, a school, a library, an orphanage, and a factory.

Reason 3: George had the potential to do tremendous good in the world.

Text evidence:

- As George's coworker Cora points out in Scene 6, George could have ensured that everyone had a job and shelter and plenty to eat. Mr. Maydig points out he could have healed the sick and eradicated all disease.

THE MAN WHO BROKE THE WORLD

CLOSE-READING QUESTIONS

1. The writer likely chose the simile to help the reader imagine how desolate and unnatural the world looks in this scene. The words "skeleton fingers" help create the creepy mood by evoking an image of death.
2. They don't know that George suddenly has magical powers, and they think he ruined Flora's birthday cake as a silly trick.
3. George is excited and goes a bit wild testing out his powers. He "giddily" conjures these items just because he can.
4. James suggests that George make himself rich, a miracle that would benefit only George (and maybe James). Cora's idea is to help others. Cora, unlike James, seems to understand that George's new power is a big responsibility; she suggests that George speak to a wise religious leader.
5. George names all the institutions after himself. He seems

to be creating these places out of a desire to be famous as much as out of a desire to do good.

6. George realizes that he can't predict the consequences of the miracles he performs.

THE MAN WHO BROKE THE WORLD

CRITICAL-THINKING QUESTIONS

1. Students might say that things start to go wrong when George begins to want glory. Others might say that things go wrong because George tries to control things beyond his understanding, like Earth's rotation. Others might say that things were going wrong from the moment George ruined the birthday cake, because humans are not meant to have magical powers.
2. Some students may say yes, because George decides he doesn't want to be able to work miracles after he nearly destroys the world. Others may say no, because in the last scene, George doesn't remember that he had magical powers, so he still doesn't believe in miracles and has learned nothing.
3. Some students may say that nature is more powerful. When George tries to control nature by stopping Earth's rotation, the results are more than he can handle. Others may say George is more powerful because even though he "broke the world," he had the power to put it back as it was.

"WHAT IF EARTH STOPPED SPINNING?"

CLOSE-READING QUESTION

1. The authors likely wrote this article to provide *Scope* readers with some factual information about what would happen if Earth stopped rotating, as happens in the play.

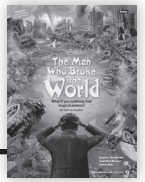
THE MAN WHO BROKE THE WORLD AND "WHAT IF EARTH STOPPED SPINNING?" CRITICAL-THINKING QUESTION

1. The play is fairly accurate in its description of a sudden stopping of Earth's rotation: Everything goes flying, and there is a tidal wave and overall destruction on a massive scale.

THE MAN WHO BROKE THE WORLD QUIZ

***Higher Level (HL)**

1. A,C (figurative language; R.4)



The Man Who Broke the World cont'd

2. A (vocabulary; R.4)
3. B (key ideas and supporting details; R.2)
4. C (summarizing; R.2)
5. D (theme; R.2)
6. B (author's purpose; R.6)
7. Over the course of play, George's feelings about his magical powers change greatly. At first George is astounded and delighted by his new abilities, but by the end of the play, George wants to get rid of his magic entirely. In Scene 3, George "giddily conjures a kitten, a bicycle, a dog, two pigeons, and an elaborate turkey dinner" and begins "laughing hysterically" as the animals chase one another (15). These details show that George is enjoying his powers and that they are bringing him joy. In Scene 4, when discussing with Cora and James what to do with his new powers, George says that his "mind is a tornado of possibilities" (16). In this moment, George seems excited about his powers and how he might be able to use them.

Then, in Scene 5, George begins to feel cautious about his powers. This is made clear when he goes to Mr. Maydig for advice. When George talks about his ability to turn the pen into a pot of violets, he asks, "Is that a miracle? Or a dark art? Is there something wrong with me?" (16). Then, he tells Mr. Maydig that his power "doesn't feel plain and simple." You can infer from these lines that George is confused and possibly a little frightened by his powers. He is feeling conflicted and isn't sure what to do or how to feel.

By Scene 6, it is clear that George is feeling more confident about his powers as he begins to work bigger and bigger miracles. Once again, he seems excited about his magic. However, after he stops the Earth from spinning and destroys the world at the end of Scene 6, he sees the unintended and disastrous consequences that his magic can have and he realizes that his powers are dangerous. When George decides to get rid of his powers at the end of the play, it is clear that he no longer feels good about them. (key ideas and details, character, writing explanatory texts; R.1, R.3, W.2)

THE MAN WHO BROKE THE WORLD QUIZ

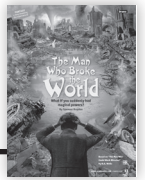
***Lower Level (LL)**

1. A,C (figurative language; R.4)

2. A (vocabulary; R.4)
3. B (key ideas and supporting details; R.2)
4. C (summarizing; R.2)
5. D (theme; R.2)
6. B (author's purpose; R.6)
7. George's feelings about his magical powers change greatly by Scenes 6 and 7 of the play. At the start of Scene 6, George still seems enthusiastic and excited about his powers, but by Scene 7, George decides to get rid of them entirely. At the beginning of Scene 6 after he uses his power to help others, he is praised and encouraged by James, Cora, Mr. Maydig, and the townspeople to use his powers in bigger ways. When he starts working bigger miracles, he begins to show a sudden hunger for the celebrity, praise, and glory that his powers can bring him. However, after he stops the Earth from spinning and destroys the world at the end of Scene 6, he sees the unintended and disastrous consequences that his magic can have and he realizes that his powers are dangerous. When George decides to get rid of his powers at the end of the play, it is clear that he no longer feels good about them. (key ideas and details, character development, writing explanatory texts; R.1, R.3, W.2)

THE MAN WHO BROKE THE WORLD VOCABULARY PRACTICE

1. a colony of ants; You would not want ants living in your kitchen, you would want to eradicate them, or get rid of them completely.
2. the love you feel for your pet; Algebra problems have clear-cut and definitive answers, which means they are explainable. The feeling of love is less clear-cut and not always possible to explain.
3. marble; A marble is a sphere (ball-shaped).
4. yes; If your friend believes people don't volunteer simply because they want to help people and make a difference, it means that she has a negative view of humankind.
5. conjure
6. ethical
7. dumbstruck
8. profound
9. willed



The Man Who Broke the World cont'd

LITERARY ELEMENTS: CHARACTER THINKING TOOL

Answers will vary.

1. In Scene 3, George is astounded and delighted by his powers. He “giddily conjures a kitten, a bicycle, a dog, two pigeons, and an elaborate turkey dinner” and begins “laughing hysterically” as the animals chase one another. He clearly views his powers with amazement and joy.
2. George means that his mind is racing furiously with all of the ways he could put his new powers to use. He seems excited and maybe even overwhelmed by the possibilities.
3. When George goes to Mr. Maydig for advice, Mr. Maydig instantly reassures him that his powers are not a dark art but are miracles. Mr. Maydig quickly and recklessly encourages George to use his powers and even wants to test them to see just how limitless they might be, even after George’s says that his ability to work miracles does not feel “plain and simple” to him.
4. At the beginning of Scene 6, under the guidance of Mr. Maydig, George uses his power to help others. For example, he heals a man’s broken leg and feeds a hungry dog. Then, James, Cora, Mr. Maydig, and other townspeople begin to praise George and encourage him to use his powers in bigger ways. This leads George to realize that he is, in his own words, no longer a nobody—that he is now the most powerful person in the world. At this thought, he begins to use his powers in a different way. Now he wants glory. He starts working bigger miracles and puts his name on everything that he creates, showing his sudden hunger for the celebrity, praise, and gratitude that his miracles can bring him.
5. Answers will vary.
6. Answers will vary but might include ideas similar to the following: Great power can be dangerous or bring out the worst in people; we should always take time to consider the possible consequences of our actions; humans should not try to control nature, with great power comes great responsibility.

CORE SKILLS: MAKING INFERENCES

1. Answer provided.
2. Answers may include:
 - James: Really. Can you get me a pay raise? (p. 16)

- James: Make yourself rich. That’s what I’d do. (p. 16)
 - James: Say, might you conjure some gold for me? (p. 17)
 - James: Why should he spend his time making everyone else rich and happy? What does he get for himself? (p. 17)
3. You can infer from these lines that George is confused and possibly a little frightened by his powers. You can tell he feels this way because after turning a pen into a pot of violets, he asks Mr. Maydig: “Is that a miracle? Or a dark art? Is there something wrong with me?” These questions show that George is scared that his powers might be a sign of evilness. He is seeking reassurance from Mr. Maydig that this power is not something sinister or worrisome. You can infer that George is also confused and unsure about his new powers when George says to Mr. Maydig that his power “doesn’t feel plain and simple.” This response shows that George is feeling conflicted about his powers and isn’t sure what to do with them or how to feel about them.
 4. Answers may include:
 - George: I used to be a nobody. Now I am the most powerful person in the world. Nobody is going to tell me what to do. This is my gift, and I’ll decide how to use it. (p. 17)
 - George: I want these up and running by morning. When everyone wakes up, they will be so grateful to me—not just this town, everyone, the whole world. The name on everyone’s lips will be George Fernsby! (p. 17)
 - George: Impossible, you say? Nothing is impossible! I will stop time. (p. 17)
 5. George gives up his powers because he has realized that they have unintended and damaging consequences that he cannot predict.

CORE SKILLS: MOOD QUIZ

*Higher Level (HL)

1. A
2. The scene is set in a place of “utter destruction,” where there are piles of rubble and twisted metal, toppled trees, and small fires burning here and there. The setting makes it clear that something horrible has happened—some sort of explosion or disaster that has destroyed absolutely everything. Being in this place, you would

section continues >>



The Man Who Broke the World cont'd

feel full of despair.

3. The image of skeleton fingers reaching toward the sky makes you think of death.
4. D
5. The word “giddily” tells the reader that George is full of joy and even feels a bit dizzy with excitement as he conjures objects with his newly found powers.
6. Answers will vary. Sample answer: George laughs hysterically as he watches the animals he has conjured race around the room. His laughter helps you understand that he is delighted and full of glee—that he is having great fun experimenting with his new powers.

CORE SKILLS: MOOD QUIZ

*Lower Level (LL)

1. A
2. It is clear that something horrible has happened from the details that the stage is a scene of “utter destruction,” where there are piles of rubble and twisted metal, toppled trees, and small fires burning here and there.
3. A
4. D
5. A
6. C

“Hunting a Monster”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 25

Answers will vary. Sample response:

When writer J.R.R. Tolkien said, “I believe that legends and myths are largely made of ‘truth,’” he meant that legends and myths are usually inspired by or based on something real, as opposed to being simply the products of wild imagination. He may also have been suggesting that legends and myths reflect a truth about human nature and how we see the world. These same ideas are reflected in Mackenzie Carro’s article “Hunting A Monster” and David Grann’s article “Monster of the Deep,” as both authors reveal the fact and fiction surrounding fantastical creatures like Bigfoot and the giant squid.

Carro explains that stories of dragons may have been inspired by fossils of real, prehistoric creatures such as dinosaurs, or that people may have seen crocodiles and thought they were the dragons about which they had heard stories (22). She also explains how the flesh-eating monsters featured in European explorers’ tall tales were actually what we now know as Komodo dragons (22). And both Carro and Grann point out that the kraken—a fantastical sea monster that was thought to be a hallucination caused by sunstroke and a figment of sailors’ imaginations for centuries—turned out to be a real creature: the giant squid (22-25). Grann also explains that stories of mermaids likely came from sailors who mistook real creatures such as manatees for women in the sea, and that stories of the Loch Ness monster may be inspired by a real fish called a sturgeon or prehistoric creature that once lived called the plesiosaur (24).

When discussing Bigfoot, Carro explains that much

of what people have claimed to be physical evidence of Bigfoot, such as scat and hair, was likely left by real animals (22). However, she also writes that these stories are mainly inspired by ancient legends of a half-man, half-beast that lived in the forest and that there isn’t any scientific evidence or logical reasoning that can support the creature’s existence (21-22). But as Carro makes clear, the fact that stories about a creature like Bigfoot have been around for thousands of years, across cultures all around the globe, reflects something about humans and how we see the world: We are fascinated by the unknown and want to believe in mythical creatures. Carro notes that stories of Bigfoot sightings “skyrocketed” in California after someone planted fake footprints, which support the idea that “despite all that modern science and technology have revealed about the world, something in us longs for magic and mystery” (22). This, among others, is one of the truths of which legends and myths are, as Tolkien says, largely made of.

ANSWERS TO ACTIVITY SHEETS

SYNTHESIS

1. Tolkien meant that legends and myths are usually inspired by or based on something real, as opposed to being simply the products of wild imagination. He may have also been suggesting that legends and myths reflect a truth about human nature and how we see the world. (Answers will vary.)
2. Answers will vary but should be similar to the following:

Bigfoot:

- Bigfoot stories were inspired by ancient legends

section continues >>



“Hunting a Monster” cont’d

of a half-man, half-beast that lived in the forest (“Hunting a Monster,” 21).

- Stories of Bigfoot sightings “skyrocketed” in California after someone planted fake footprints (“Hunting a Monster,” 22).
- Much of what people have claimed to be physical evidence of Bigfoot, such as scat and hair, was likely left by real animals (“Hunting a Monster,” 22).

The Kraken:

- The kraken, a fantastical sea monster that sailors had been telling stories about for centuries, turned out to have been based on a real sea creature: the giant squid (“Monster of the Deep,” 23-25).

The Dragon:

- Stories of dragons may have been inspired by fossils of real, prehistoric creatures such as dinosaurs. Also, ancient peoples may have seen crocodiles and thought they were the dragons about which they had heard stories (“Hunting a Monster,” p. 22).

The Mermaid:

- Stories of mermaids came from sailors who were suffering sunstroke and mistook real creatures such as manatees for women in the sea (“Monster of the Deep” 24).

The Loch Ness Monster:

- Stories of the Loch Ness monster may be inspired by a real fish called a sturgeon or prehistoric creature that once lived called the plesiosaur (“Monster of the Deep,” 24).

“HUNTING A MONSTER”

CLOSE-READING QUESTIONS

1. The author likely chose to begin her article with this story because it is exciting and suspenseful. By describing an encounter with a mysterious creature in the woods without explaining what the creature was, Carro creates suspense and makes the reader want to continue reading. The last line of the section reveals that the creature was allegedly Bigfoot, which is likely meant to surprise and further intrigue the reader.
2. Carro supports the idea that Bigfoot isn’t real by providing explanations for several of the Bigfoot stories that have been told over the years. For example, she

explains that the footprints found in Bluff Creek were fake. Carro also points out that the idea of Bigfoot does not make sense scientifically. For example, she explains that if Bigfoot creatures were real but were extremely few in number, the species wouldn’t be able to breed and keep going.

3. The fact that the author puts the word expert in quotes suggests that she finds the idea of a Bigfoot hunting expert—and the idea of Bigfoot hunts in general—to be silly and unscientific.

“MONSTER OF THE DEEP”

CLOSE-READING QUESTION

1. Giant squid are difficult to find and study because they live in ocean depths that humans cannot easily explore. Giant squid also have large eyes and highly developed nerves. These features help the squid spot threats and then retreat quickly. This makes it difficult for humans to get close enough to catch the squid.

“HUNTING A MONSTER” AND “MONSTER OF THE DEEP”

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Some will say yes, because if we know there’s no scientific proof of Bigfoot, then the explanation for people’s belief must go beyond logical reasoning. Others may say that no, some people believe Bigfoot is out there because many sightings have been reported and because other amazing creatures, like giant squid, have turned out to be real.
2. The illustrations and captions suggest that many fantastical creatures are likely based on real animals. For example, mermaid stories were actually based on manatees or dugongs, and dragons could actually have been Nile crocodiles. However, the origins of other creatures, like the Loch Ness monster, are more difficult to explain.

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. C (text structure; R.5)
2. B (vocabulary; R.4)
3. D (key ideas; R.2)
4. C (text evidence; R.1)



“Hunting a Monster” cont’d

5. D (author’s purpose; R.6)
6. B, C (synthesis, key ideas and details; R.9, R.2)
7. In the introduction to “Monster of the Deep,” author David Grann draws readers in through his use of vivid sensory details. Rather than telling readers they are going to learn about the mystery of giant squids, he places them directly in a scene of a mysterious and terrifying giant squid encounter. He creates an immediate mood of suspense in the first paragraph by dropping readers into the setting of a “moonless January night” on Olivier de Kersauson’s boat as it races across the Atlantic—until the boat suddenly comes to a “mysterious halt” (23). Grann uses imagery to describe what happens next with phrases such as “the mast rattled” and “the hull shuddered.” These phrases contain verbs that appeal to readers’ senses of touch, hearing, and sight in a way that makes them feel as if they are right there on the boat with de Kersauson and his endangered crew. Grann continues using sensory details as he describes a giant squid with “glistening skin and long arms covered in toothy suckers that left impressions on the sides of the boat,” and a boat that “creaked and groaned under the strain” of the tentacles “snaking” around it (24). This descriptive language creates feelings of suspense and fright in readers. After the creature suddenly disappears, Grann ends the introduction with a hypothetical question: “But are giant squid real?” This makes readers want to continue reading to uncover the answer. (author’s craft, writing explanatory text; R.4, W.2)
8. As evidenced in Mackenzie Carro’s article “Hunting a Monster” and David Grann’s article “Monster of the Sea,” humans are utterly fascinated by the unknown. This fascination is one of the reasons mythical creatures like those detailed in both articles have so much appeal. Carro writes that people want to believe in Bigfoot because “something in us longs for magic and mystery” (22). She goes on to explain that there is so much that humans do not know, citing that scientists speculate there are millions of undiscovered species in the world and that we’ve explored only a small fraction of the world’s oceans (22). Because of this, she writes, “we don’t know what dazzling creatures might exist beyond our reach” (22). It is this fascination with the unknown and its endless

possibilities that drive people to go on Bigfoot hunts and watch *Finding Bigfoot*, despite the lack of evidence for the creature’s existence. Our intrigue with the unexplainable is what led to the discovery of the giant squid. Grann writes that the “squid squads” that combed the oceans for the giant squid were motivated by what the giant squid represented to them: “all that we don’t know about the ocean” (24). (key ideas and details, synthesis, writing explanatory texts; R.1, R.9, W.2)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. C (text structure; R.5)
2. B (vocabulary; R.4)
3. D (key ideas; R.2)
4. C (text evidence; R.1)
5. D (author’s purpose; R.6)
6. B, C (synthesis, key ideas and details; R.9, R.2)
7. In the introduction to “Monster of the Deep,” author David Grann draws readers in through his use of descriptive language. He creates an immediate mood of suspense in the first paragraph by setting the scene as a “moonless January night” on Olivier de Kersauson’s boat as it races across the Atlantic—until the boat suddenly comes to a “mysterious halt” (23). Grann uses imagery to describe what happens next with phrases such as “the mast rattled” and “the hull shuddered.” These phrases contain verbs that appeal to readers’ senses of touch, hearing, and sight in a way that makes them feel as if they are right there on the boat with de Kersauson and his endangered crew. Grann continues using sensory details as he describes a giant squid with “glistening skin and long arms covered in toothy suckers that left impressions on the sides of the boat,” and a boat that “creaked and groaned under the strain” of the tentacles “snaking” around it (24). This descriptive language creates feelings of suspense and fright in readers, drawing them in and making them want to continue reading to find out if the monster was real. (author’s craft, writing explanatory text; R.4, W.2)
8. As evidenced in the photo captions in Mackenzie Carro’s article “Hunting a Monster” and David Grann’s article “Monster of the Sea,” one way that stories about fantastical creatures can be explained is that they are



“Hunting a Monster” cont’d

inspired by real animals. For example, Carro writes that many cultures have stories about fire-breathing dragons that might have been inspired by enormous dinosaur, whale, or crocodile bones that ancient peoples found and couldn’t explain (22). Similarly, Grann writes that many cultures have mythical tales of mermaid-like creatures that were likely inspired by manatees and dugongs (24). (key ideas and details, synthesis, writing explanatory texts; R.1, R.9, W.2)

VOCABULARY PRACTICE

1. My grandfather’s arms were sinewy from years of doing farm work.
2. The cougars returned to the lair to rest.
3. The voice calling my name in the empty room was a figment of my imagination.
4. B
5. B
6. B
7. A
8. deduced
9. enthusiasts
10. scat

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. A. C
B. A
C. C
2. C; I chose C because it provides a reason that Bigfoot could not exist that is rooted in science: The creatures wouldn’t be able to breed and continue their species.
3. B,D, and E; Evidence A does not support the statement because it explains when the legend of Bigfoot began to be told in America. The evidence does not provide any detail that shows that people are still interested in the legend today.
4. B; Choice A does not include a sentence explaining why the information is relevant. Choice C does not provide a source for the information in quotes.
5. C; Choice A uses a direct quote. Choice B does not provide a source for the information provided.
6. Answers will vary. Here is a sample response:

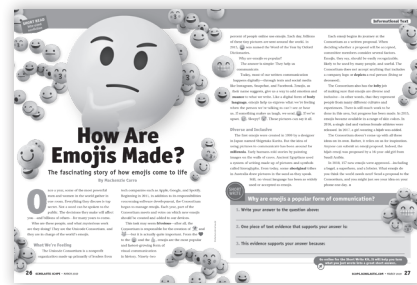
Many still believe in the existence of fantastic creatures for several reasons. For one thing, there is still a lot about our planet that we don’t know. For example, only a fraction of the ocean has been explored, writes David Grann in his article “Monster of the Deep” (24). If so little of the ocean has been explored, that means there could still be many amazing creatures living in the ocean that we just have not yet discovered. Another reason people still believe in the existence of fantastical creatures like Bigfoot is because stories from the past about several outlandish-seeming creatures have turned out to be true. For example, in her article, “Hunting a Monster,” author Mackenzie Carro explains that people did not believe the stories of flesh-eating lizard monsters in Indonesia until people realized these stories were actually about a real animal—the Komodo dragon (22).

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. A,C
2. B; I chose B because it provides a reason that Bigfoot could not exist that is rooted in science: The creatures wouldn’t be able to breed and continue their species.
3. Answers may include: “Bigfoot sightings have been reported in every state—and as recently as last year.” (p. 22); “The show *Finding Bigfoot* ran for six years, until 2018, and was one of Animal Planet’s most successful programs.” (p. 22)
4. There are still amazing discoveries to be made on our planet. (Answers will vary)

“How Are Emojis Made?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here's a sample response to the question on page 27:

As Mackenzie Carro makes clear in her article “How Are Emojis Made?,” emojis are popular form of communication because of how well they help us express ourselves. As Carro points out, in an age when so much communication takes place via text messaging and social media platforms, emojis “. . . give us a way to add emotion and nuance to what we write. Like a digital form of body language, emojis help us express what we’re feeling when the person we’re talking to can’t see or hear us” (27). In other words, emojiis fill in some of what might otherwise be missing from written communication. They can quickly sum up a feeling or an idea and because of this, they are wildly popular.

ANSWERS TO ACTIVITY SHEETS

“HOW ARE EMOJIS MADE?” QUIZ

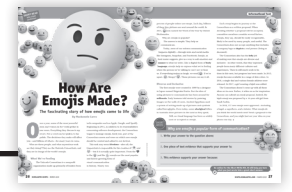
*Higher Level (HL)

1. C (central ideas; R.2)
2. B (key ideas and details; R.1)
3. C (figurative language; R.4)
4. D (key ideas and details; R.1)
5. Answers may vary. Here is a sample response:
The old proverb “A picture is worth a thousand words” means that a single image can tell a story just as well, if not better than, many written words. This proverb relates to emojis in that the world sends billions of these tiny pictures each day in order to communicate more effectively. As Mackenzie Carro explains in her article “How Are Emojis Made?,” we use emojis to “add emotion and nuance to what we write” and to “help us express what we’re feeling when the person we’re talking to can’t see or hear us” (27). Without doubt, these pictures help us convey our feelings more clearly than we can sometimes do with words alone. (key ideas and details, interpreting text, explanatory writing; R.1, R.2, W.1)

“HOW ARE EMOJIS MADE?” QUIZ

*Lower Level (LL)

1. C (central ideas; R.2)
2. B (key ideas and details; R.1)
3. C (figurative language; R.4)
4. D (key ideas and details; R.1)
5. Answers may vary. Here is a sample response:
The old proverb “A picture is worth a thousand words” means that a single image can tell a story just as well,



“How Are Emojis Made?” cont’d

if not better than, many written words. This proverb relates to emojis in that the world sends billions of these tiny pictures each day in order to communicate more effectively. As Mackenzie Carro explains in her article “How Are Emojis Made?,” we use emojis to “add emotion and nuance to what we write” and to “help us express what we’re feeling when the person we’re talking to can’t see or hear us” (27). Without doubt, these pictures help us convey our feelings more clearly than we can sometimes do with words alone. (key ideas and details, interpreting text, explanatory writing; R.1, R.2, W.1)

VOCABULARY PRACTICE

1. B
2. B
3. B
4. B
5. A
6. A
7. . . . He sat slumped in his chair, silently staring off into the distance.
8. . . . but I just couldn’t stop myself from buying a glow in-the-dark bubble gum dispenser.
9. . . . to find a loving home for every dog and cat that is brought to their facility.

"Should You Go Trash-Free at Lunch?"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 12 should include some of the following points:

YES!

1. Reducing waste will help the environment.
2. Going trash-free at lunch can save money.
3. There are ways to make packing a trash-free lunch less inconvenient.

NO!

1. Packing a trash-free lunch takes time and interferes with busy schedules.
2. Reusable containers can be costly and are easy to lose track of in hectic cafeterias.
3. Germs can grow inside reusable containers if they are not washed correctly.

ANSWERS TO ACTIVITY SHEETS

"SHOULD YOU GO TRASH-FREE AT LUNCH?" QUIZ

*Higher Level (HL)

1. C (text structure, key ideas and supporting details; R.5, R.2)
2. B (interpreting text, key ideas; R.4, R.2)
3. A, C (text structure, analyzing an argument; R.5, R.8)
4. A (key ideas; R.2)
5. D (text structure, analyzing an argument; R.5, R.8)
6. A (author's purpose; R.3)
7. The cartoon on page 10 expresses that trash-free lunches can help the environment. The illustration shows a kid eating a lunch that was packed in reusable containers. There are no disposable products around him. The kid is surrounded by all different kinds of animals that are smiling and giving him thumbs up signs. This scenario is making the point by making the switch to trash free, you will be helping all different kinds of creatures on our planet. (visual literacy, key ideas; R.7, R.2)
8. On page 11, the author includes the statistic that 7 million tons of trash end up in the ocean each year. This information could be used to support the argument that students should go trash-free at lunch because it emphasizes the point the author already makes that humans create a staggering amount of trash and that a lot of this trash ends up in places where it shouldn't be. On page 11, the author explains that trash in the ocean harms marine animals and plants. This information alone provides a strong reason to go trash-free, but the added detail of exactly how much trash ends up in our oceans would make the argument even more powerful. (analyzing an argument, supporting a claim, writing

section continues >>



“Should You Go Trash-Free at Lunch?” cont’d

explanatory text; R.8, R.1, W.2)

“SHOULD YOU GO TRASH-FREE AT LUNCH?” QUIZ

*Lower Level (LL)

1. C (text structure, key ideas and supporting details; R.5, R.2)
2. B (interpreting text, key ideas; R.4, R.2)
3. A, C (text structure, analyzing an argument; R.5, R.8)
4. A (key ideas; R.2)
5. D (text structure, analyzing an argument; R.5, R.8)
6. A (author’s purpose; R.3)
7. The cartoon on page 10 expresses that trash-free lunches can help the environment by showing a large group of smiling and cheering animals surrounding a kid eating a trash-free lunch in his school cafeteria. There are lots of different kinds of animals, from a rabbit to a shark to a giraffe, and the fact that they are all so pleased by the kid’s lunch sends the message that going trash-free at lunch is good for all the creatures of Earth. Another thing that helps communicate the idea that going trash-free is good for the environment is that some of the animals are wearing T-shirts with environmental messages like “Save the planet” and “waste reduction” and there are two large trees in the cafeteria along with all of the animals. (visual literacy, key ideas; R.7, R.2)
8. On page 11, the author includes the statistic that 7 million tons of trash end up in the ocean each year. This information could be used to support the argument that students should go trash-free at lunch because it emphasizes the point the author already makes that humans create a staggering amount of trash and that a lot of this trash ends up in places where it shouldn’t be. On page 11, the author explains that trash in the ocean harms marine animals and plants. This information alone provides a strong reason to go trash-free, but the added detail of exactly how much trash ends up in our oceans would make the argument even more powerful. (analyzing an argument, supporting a claim, writing explanatory text; R.8, R.1, W.2)

"Gratitude"



ANSWERS TO ACTIVITY SHEETS

ANALYZING POETRY

Answers will vary. The following are sample answers only.

1. The title of the poem is "Gratitude" and the rest of the poem tells what the speaker has gratitude for.
2. nine
3. nine
4. Answers will vary. Students might say that the poet chose to start a new stanza at line 10 for the way it affects the sound of the poem—it creates a pause between lines 9 and 10 to give the listener a little break, the way a song includes little breaks between the verses, making it easier to take the poem in. Students might also note that the break comes before a shift in the poem: the first stanza concludes with ideas about what the speaker does during the day, outside her home, while the second stanza is about the speaker's life at home in the evening.
5. Students should circle the phrase in lines 3, 4, 5, and 10.
6. Students should circle "so" three times in line 2; "where" at the beginnings of lines 11, 12, 13, and 15; and "socks" at the ends of lines 1, 3, 4, 5, and 18.
7. Answers will vary. Students might say that the repetition creates rhythm or is pleasing or satisfying to the ear—that it makes the poem like a song. Students might also answer that the repetition puts emphasis on certain ideas: By repeating "and also," the poet emphasizes that the speaker is grateful for many things; by repeating "so," the poet emphasizes the luxurious quality of the socks; by repeating "where," the poet emphasizes that she is giving information about the many good things that happen at the speaker's home; by repeating "socks," the poet emphasizes that all of the things the speaker names

are somehow connected to the purple socks named in the first line of the poem.

8. All three lines begin with a prepositional phrase describing movement. (Students likely won't use these terms but should notice that all three lines start with a phrase that describes some kind of movement in a particular place.)
9. The speaker may be suggesting that she is grateful, first, for the ability to walk ("that my feet, inside these socks/ carried me through my day." She then implies that she is grateful for her education, for her friends, and for her violin lessons.
10. In the poem, the speaker lists many things that she is grateful for, and all of them somehow connect to or can be traced back to the purple socks. First the speaker thinks about how she got the socks and how the socks are one of many pairs of socks that she owns, which leads her to say that she is grateful that her family could afford these socks and plenty of others. Then she thinks about her feet inside the socks and where her feet take her, which leads her to express gratitude for the various people, places, and circumstances in her life.
11. Students may answer that the socks are, as the speaker says in line 2, thick and warm and soft. Students might also offer that the socks are wonderful because they remind the speaker of all she has to be grateful for.
12. Students might describe the tone as grateful, reflective, quiet, content, etc., because the speaker is thinking about and naming things she is grateful for; because she describes things that are soft, warm, safe, and comforting; because the poem gradually moves into the idea of darkness and quiet and going to sleep after being filled with thoughts of gratitude.